

position of the man who is made the moulder of the highest forms of life at its most critical moment.

It would be the most cutting irony to ask whether the men, who are the State's educators of her children, possess, for the most part, these high qualifications. We are sure that every county in the State could add its contribution to the story of incompetent teachers. Many of them to an utter destitution of all moral principle, add the sheerest ignorance of the very elements of the simplest education. Such is the character of the men who are often brought, by the intervention of the State, into the most intimate relations to our children. Men who cannot restrain themselves within the limits of decent propriety, are constituted its first teachers and exemplars. We are not at all surprised that some of the most earnest friends of the education of the masses should, under the present state of things, have become hopeless of any good result from our present system of popular instruction, and either sit with folded hands, in despair, or turn their backs in utter disgust at the whole matter, or it may be, fall into painful skepticism as to any amelioration of such a state of things.

Surely, if any relief from such a perplexing and mortifying condition, can be pointed out, it may well be called the great necessity of our present social position. Such a relief we are very sure can be attained by the founding and supporting of proper Training Schools for teachers. Make the fountain pure and fresh, and invigorating streams must issue forth to fertilize and gladden the social landscape. Restore to the salt its saltiness, and returning life will soon give tokens of its presence. Leaven the leavening element, and the masses into which it is cast, will soon be moulded into forms of life and beauty.

To develop the nature of such a Training School, will form our second topic. The Normal School, as its name imports, is the School where the business of teaching is taught according to system and rule, and practice so combined with theory, that the vocation of teaching may be promoted to an honorable position among the scientific professions. If teaching be a science as well as an art, a something with its own principles and laws, it cannot be acquired without a thoughtful attention to its nature and study of its character, as well as practice of it as an art. A mere pretender to science, may be none the better artist for his pretension; but a man with true knowledge of principles, is always the more skillful workman, whatever the sphere of his operations. But when, to the attainment of any principle, there is added scope for its exercise; when what is learned one hour may be applied the next, the advantages are vastly increased.

Such is the case in a Normal School, conducted on proper principles. With care on the part of the instructor, all science may be so taught, that the pupil shall be thoroughly prepared to be its teacher. But this requires more than usual directness of